

# ***Being Our Future Best:***



**A Stylus Book Talk with the Authors**

***Zala Fashant, Ed.D.***  
*Minnesota State, Retired*

***Linda Russell***  
*Minneapolis College - Retired*


***Karen P. LaPlant***  
*Metropolitan State University*



***ICEBREAKER!***







# Designing Effective Teaching and Significant Learning

*The headwaters of the Mississippi River at Lake Itasca in Minnesota are symbolic of the mighty impact that quality course design and teaching can have on students' learning.*






# Designing Effective Teaching and Significant Learning

*What appears to start small gathers strength and power  
because of the current, like learning, runs deep.*





# Designing Effective Teaching and Significant Learning

*The compass references course design excellence to guide our  
teaching and creation of significant learning experiences.*



# Meet the Authors



Zala Fashant



Karen LaPlant

Stewart Ross



Jake Jacobson

Linda Russell



Sheri Hutchinson





# **History of the Authors' Experience**

**4 Center for Teaching and Learning Directors**

**1 System-level Center for Teaching and Learning Director**

**1 Learning Center Director**

**5 University professors**

**4 College instructors**

**1 College dean**

**2 K-12 teachers**

**2 Quality Matters peer reviewers**

**200+ years of teaching experience**

**500+ conference and campus presentations and webinars**

**10K+ faculty, instructional designers, and administrators**





# Why Write the Book?

- Share our combined knowledge as self-guided learning journey with one another.
- Create a one-stop resource for faculty, administrators, & instructional designers
- Develop ongoing resources
- Tell faculty stories about their growth
- Share our tried-and-true experiences that changed our teaching practice
- Increase student success and retention
- Leave a legacy by adding to the Academy

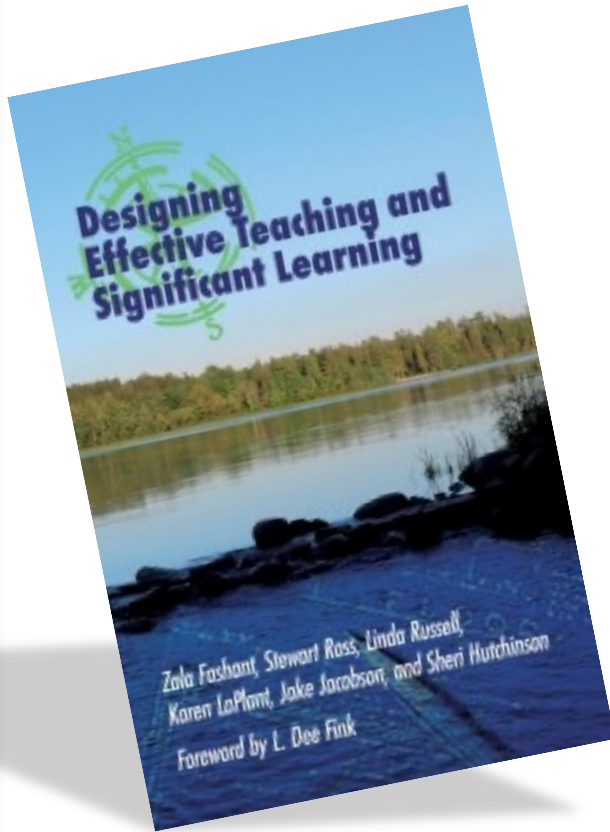


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# Content Impact



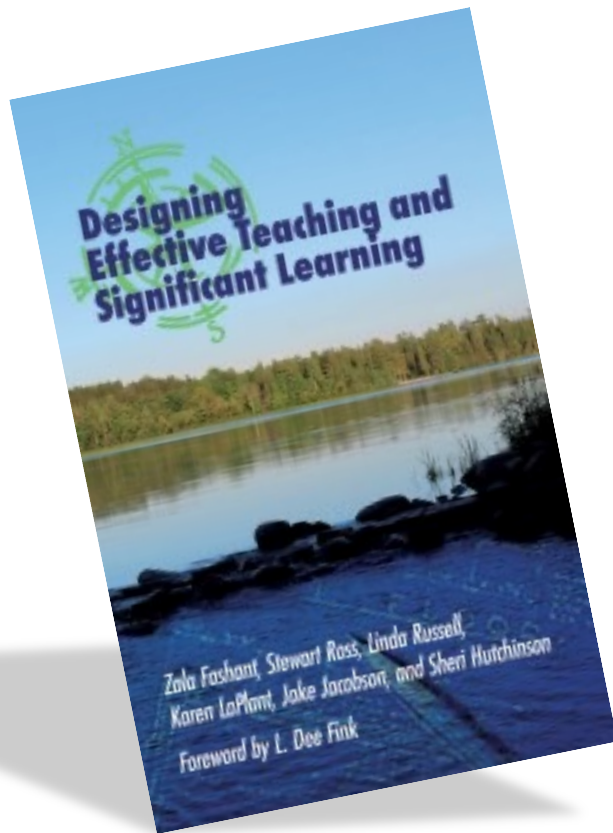
Since publication...

- The Cycle of Course Design model is a process for designing future dual-delivery courses to better respond to academic and environmental challenges.
- Serves as the text for the Online Course Design Institute to assist 250+ faculty and instructional designers in step-by-step redesign.
- Topic of 15+ international conference and campus workshop presentations to over 400 participants.





# Inside the Cover...



- *100s of course design ideas*
- *Faculty experiences through stories*
- *70+ Bright Ideas teaching tips*
- *Action Checklists for each chapter*
- *Places to Jot Your Thoughts*





# Backward- vs. Forward Looking Teaching



Give faculty options to teach effectively.

- Not to teach the way they were taught but to evolve the cycle of effective teaching with what is needed for the future.
- Making classrooms and online leaning environments relevant to connect to future learning opportunities – truly lifelong learning.
- Evolve the perspectives changing to polycentric thinking. Inclusive and diverse ways of learning.
- To design courses, content and curriculum that doesn't provide the publisher's view or agenda but the expertise of the faculty who will help students shape their own thoughts.



# What is Significant Learning?

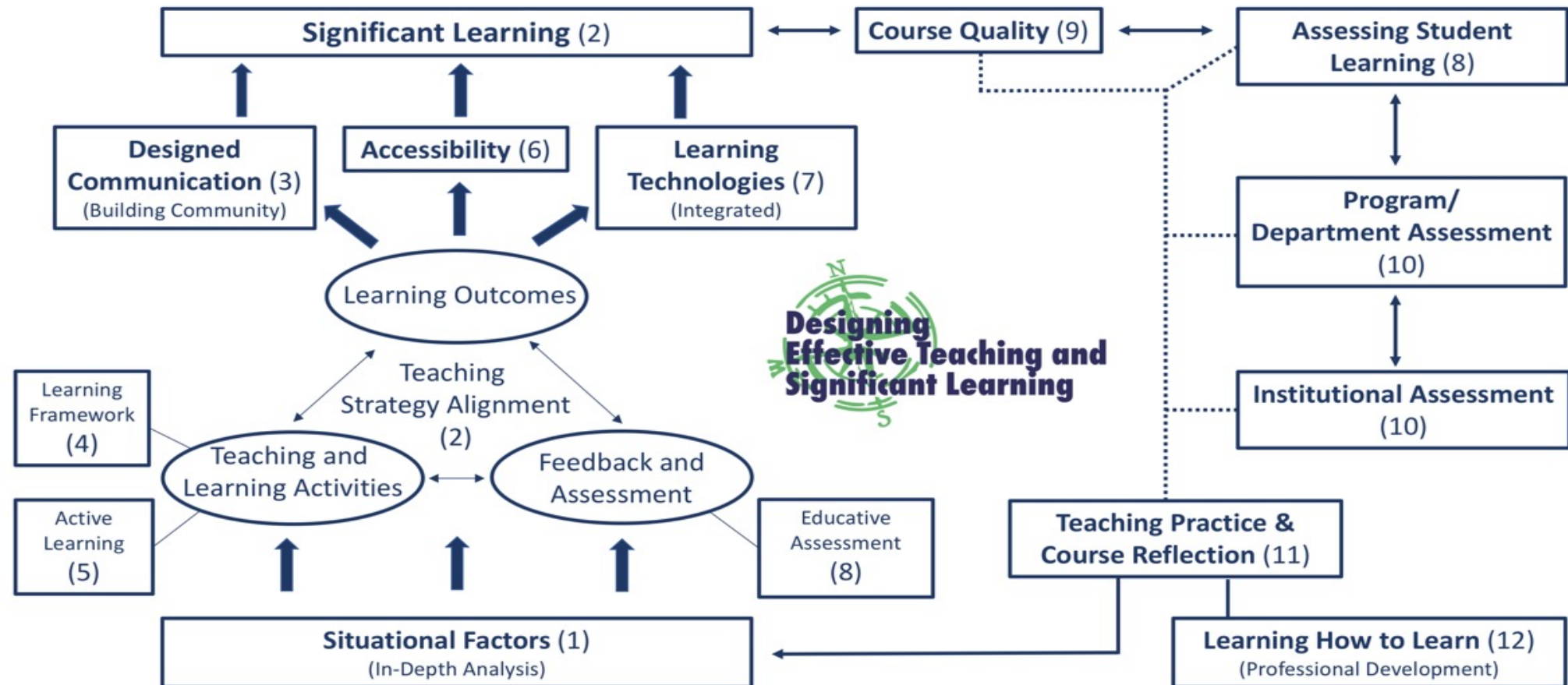


*Designing the learning in a course around a Big Dream mission statement with intentional multi-domain outcomes and target-focused activity and assessment mastery while personally engaging each student to develop transformational skills which extend past the end of the course, through the completion of the program and to integrate beyond in their personal and professional lives.*

Zala Fashant, 2021



# The Cycle of Course Design



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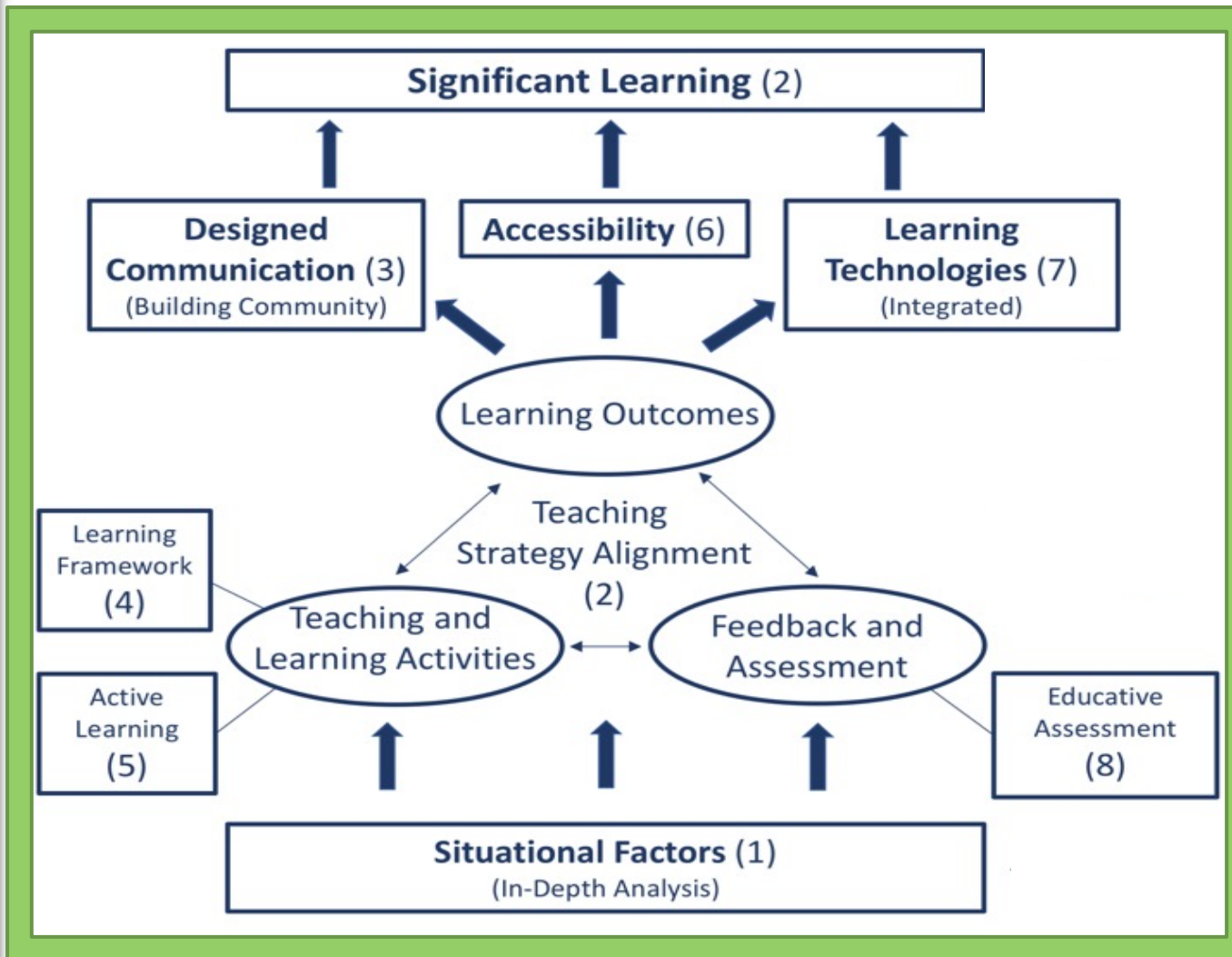
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# Designing Significant Learning



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This side of the cycle:

- designs and measures significant learning,
- offers ways to engage students,
- develops a learning framework,
- provides a grade for the course!

*But wait....*

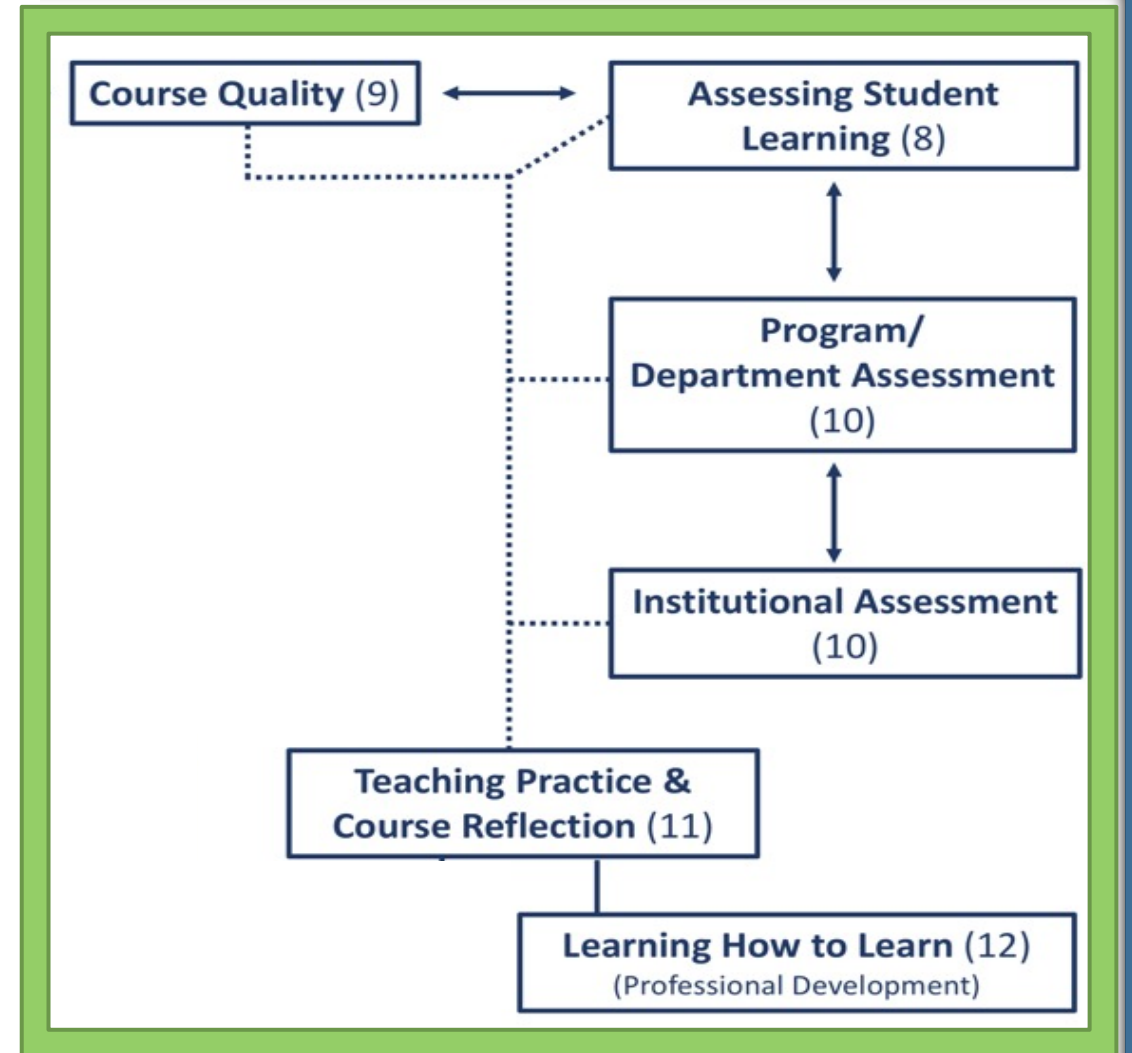
It provides much more!



# Assessing Effective Teaching

Through proper design, the assessment of significant learning provides a wealth of data to measure the effectiveness of the teaching in the cycle as well.

- Assesses student advancement
- Assesses quality of courses, programs or departments, and institutions
- Provides reflection on strengths and opportunities for professional development

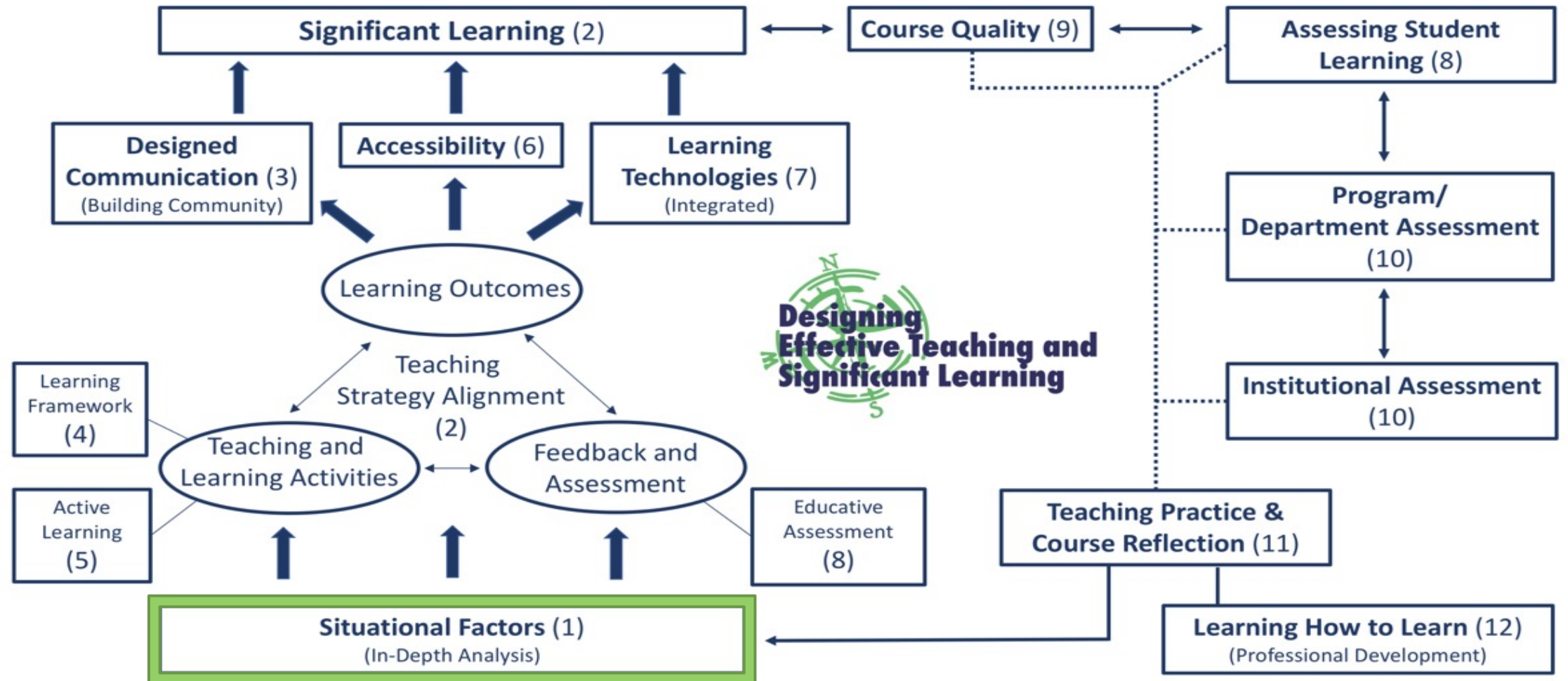




*Starting*



# The Cycle of Course Design



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# Situational Factors



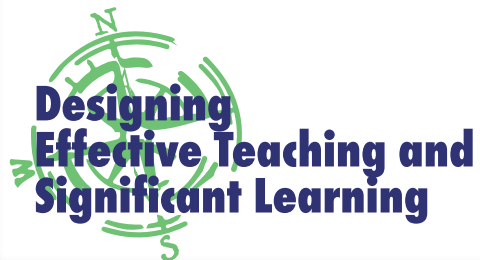
Situational Factor	Your Course's Situational Description
<b>Specific Context of Situation</b> <ul style="list-style-type: none"> <li>• Class size</li> <li>• Course level: introductory, advanced, graduate</li> <li>• Meeting time &amp; frequency</li> <li>• Delivery: classroom/lab, blended, online</li> <li>• Physical classroom conditions</li> <li>• Technology requirements</li> </ul>	
<b>Expectations of Others</b> Learning expectations placed on the course by: <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Faculty colleagues</li> <li>• Institution</li> <li>• Profession</li> <li>• Accreditation</li> <li>• Society</li> </ul>	
<b>Nature of the Subject</b> <ul style="list-style-type: none"> <li>• Student perception</li> <li>• Theoretical, practical, or combination</li> <li>• Convergent or divergent</li> <li>• Important changes or controversies in the field</li> </ul>	
<b>Characteristics of Learners</b> <ul style="list-style-type: none"> <li>• Student attitudes to subject</li> <li>• College ready, advanced</li> <li>• Age/experience level</li> <li>• Prior learning foundation</li> <li>• Student life conditions: Full-time, part-time, family, working, professional goals</li> </ul>	
<b>Characteristics of the Teacher</b> <ul style="list-style-type: none"> <li>• Philosophy of teaching</li> <li>• Attitude about course/subject</li> <li>• Perception of students</li> <li>• Experience in teaching</li> <li>• Knowledge/familiarity of course content</li> <li>• Teaching strengths/challenges</li> </ul>	

In the design planning stage, it is first important to determine the situational factors which will play a role in course design. You must also determine which of the factors are within your control (to include in your design) and which are out of your control. Once these have been analyzed, there is usually one or maybe two significant factors that will be pedagogical challenges.



# Situational Factors

In this reflection assessment, faculty have shared that many haven't started course design with this level of strategic planning.



<b>Characteristics of Learners</b> <ul style="list-style-type: none"><li>• Student attitudes to subject</li><li>• College ready, advanced</li><li>• Age/experience level</li><li>• Prior learning foundation</li><li>• Student life conditions: Full-time, part-time, family, working, professional goals</li></ul>	<b>Culturally Responsive Teaching and Pedagogy (Forward-Looking Reflection)</b> <ul style="list-style-type: none"><li>• Who is in the course?</li><li>• Who are future clients &amp; customers?</li><li>• Who are future work colleagues?</li></ul>
<b>Characteristics of the Teacher</b> <ul style="list-style-type: none"><li>• Philosophy of teaching</li><li>• Attitude about course/subject</li><li>• Perception of students</li><li>• Experience in teaching</li><li>• Knowledge/familiarity of course content</li><li>• Teaching strengths/challenges</li></ul>	



# Situational Factors

In this reflection assessment, faculty have shared that many haven't started course design with this level of strategic planning.



<b>Characteristics of Learners</b> <ul style="list-style-type: none"><li>• Student attitudes to subject</li><li>• College ready, advanced</li><li>• Age/experience level</li><li>• Prior learning foundation</li><li>• Student life conditions: Full-time, part-time, family, working, professional goals</li></ul>	Introvert or Extravert
<b>Characteristics of the Teacher</b> <ul style="list-style-type: none"><li>• Philosophy of teaching</li><li>• Attitude about course/subject</li><li>• Perception of students</li><li>• Experience in teaching</li><li>• Knowledge/familiarity of course content</li><li>• Teaching strengths/challenges</li></ul>	

# Designing Courses for Introverts and Extroverts

**INSIDE**  
HIGHER ED

Faculty members should identify ways to include significant learning experiences that champion both types of students, write Zala Fashant and Linda Russell.

August 4, 2021

<https://www.insidehighered.com/advice/2021/08/04/how-teach-both-introverts-and-extroverts-effectively-opinion>







## Course Design: The Big Dream

Reflecting on the Big Dream is the final step in the design planning process.

Think of your Big Dream as the course's **mission statement** around which all outcomes, assessments and learning activities will be centered and for what you want students to take with them beyond the course, into the workplace and their personal lives.

In the Online Course Design Institute, we encourage faculty to share the Big Dream for the course with their students.



# Teaching with a Pandemic Pedagogy



## Focus on Being Our Future Best

- Reflecting and retooling on what works best in this next normal as we are better prepared for future teaching challenges.
- Designing courses that are dual-delivery and can pivot easily.
- Discovering that what was published in this book reflects on many of the best practices that faculty turned to during the pandemic.
- Sharing voices of faculty pandemic experiences from international conference workshops and the Online Course Design Institute (OCDI) which uses the book as a text in course design.



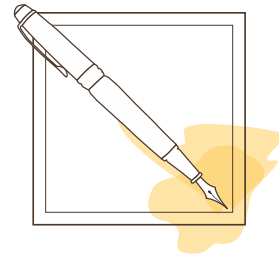


# What the Pandemic is Uncovering – Participant Voices



## Situational Factors

**Quick Chat:** *Please share your experiences of the changes you made in your teaching using the Chat tool in the next minute or two.*

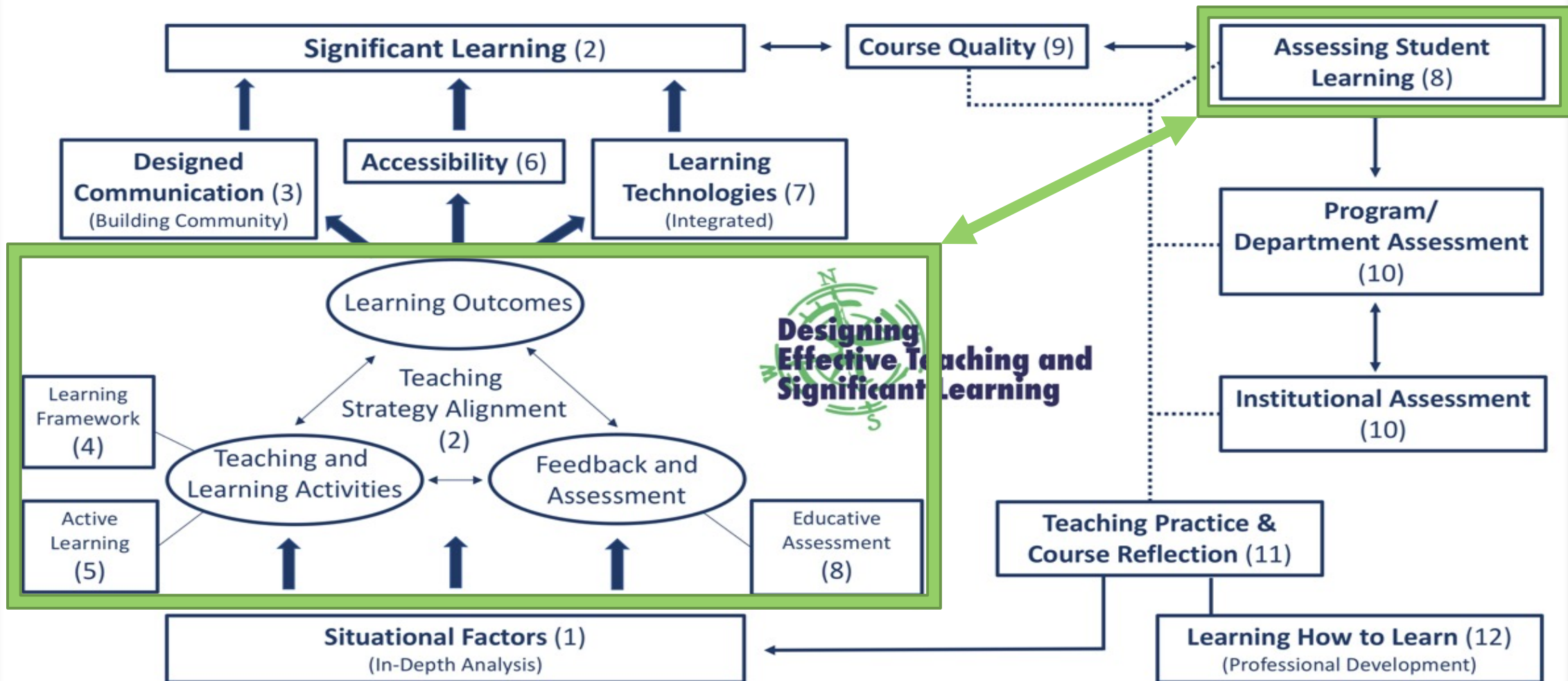




*Designing*



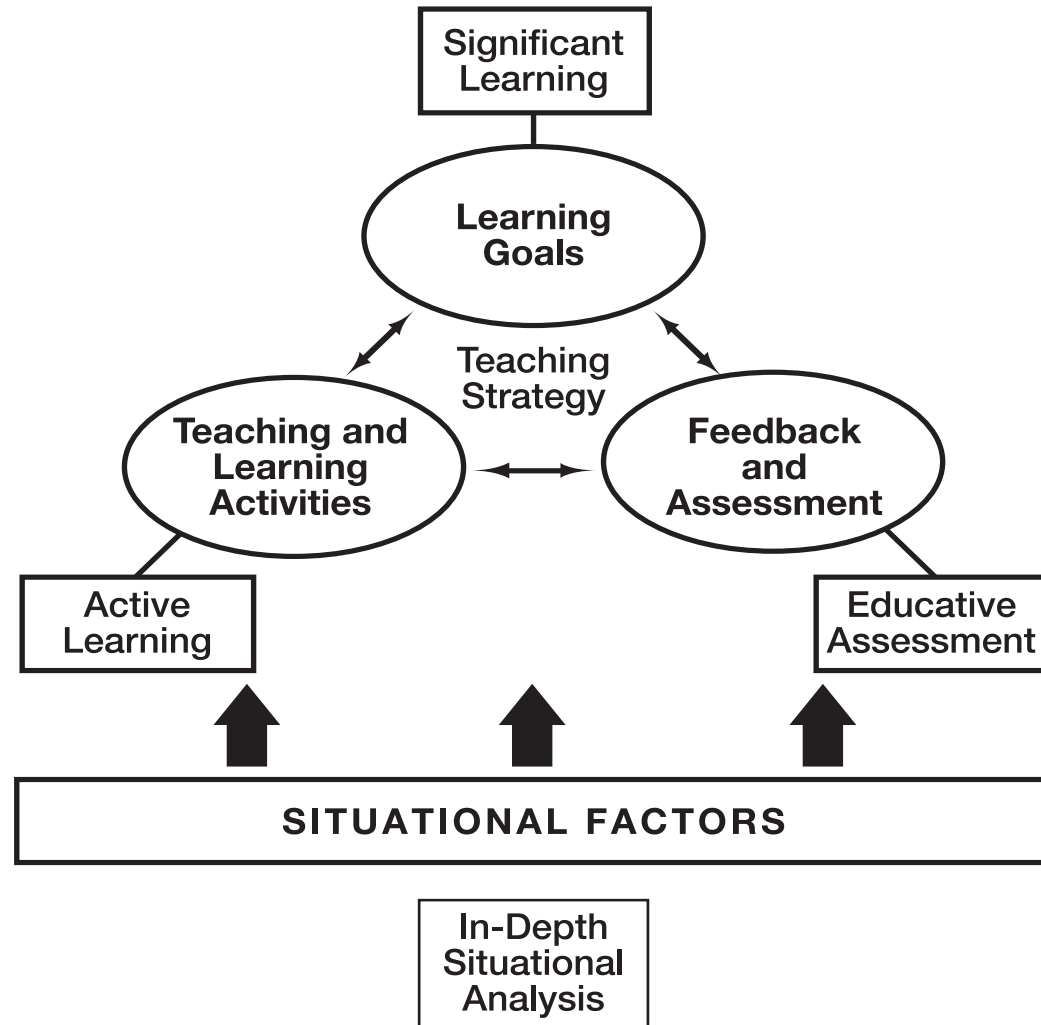
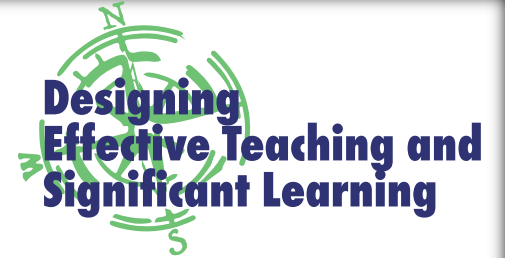
# The Cycle of Course Design Assessment



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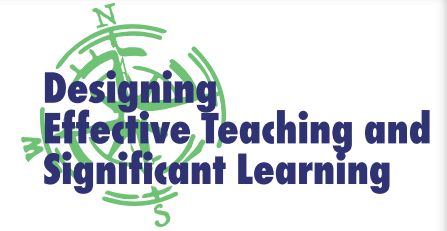
## Integrated Course Design



Using Fink's (2013) integrated course design, we align the learning outcomes, assessments and activities. In workshops, we have faculty work on this alignment so they more deeply understand this relationship and can share it with students. This backward design approach ensures that the assessments for the outcomes truly measure students' level of mastery.



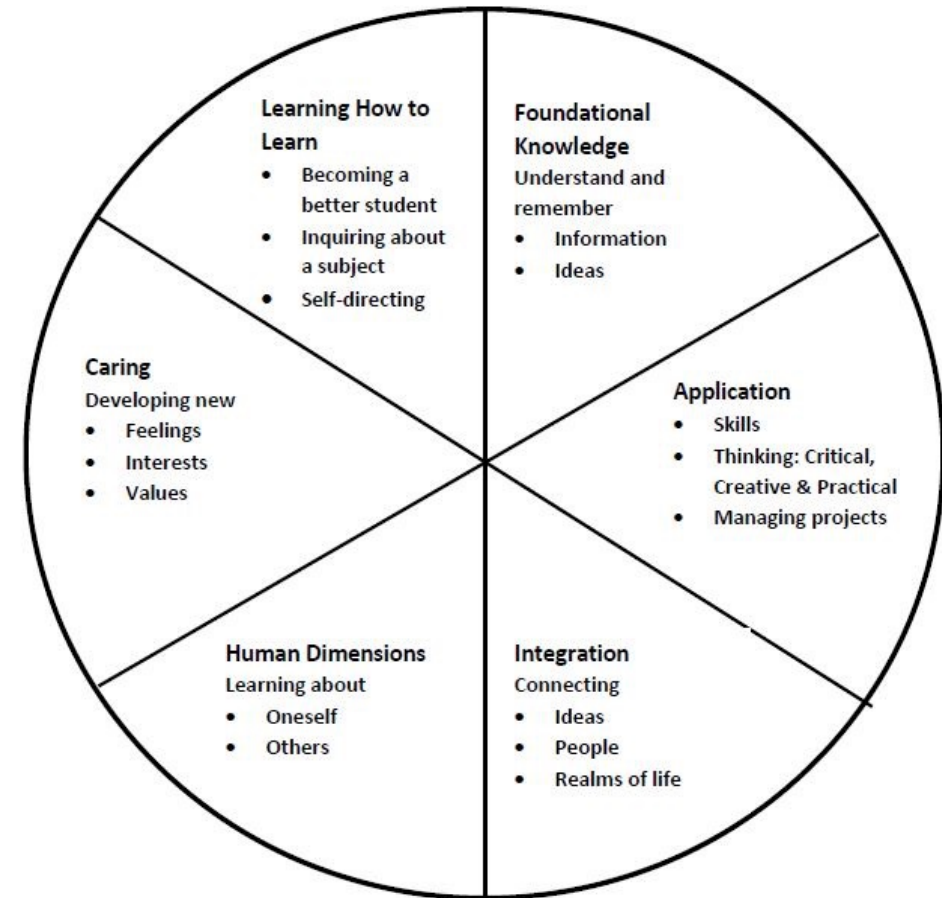
# Alignment of Outcomes, Assessments & Activities



Developing Learning Outcomes in **all** of the domains of the Taxonomy of Significant Learning:

- Foundational Knowledge
- Application
- Integration
- Human Dimension (Self/Others)
- Caring (Value)
- Learning How to Learn

Once written, the assessments and learning activities are created.



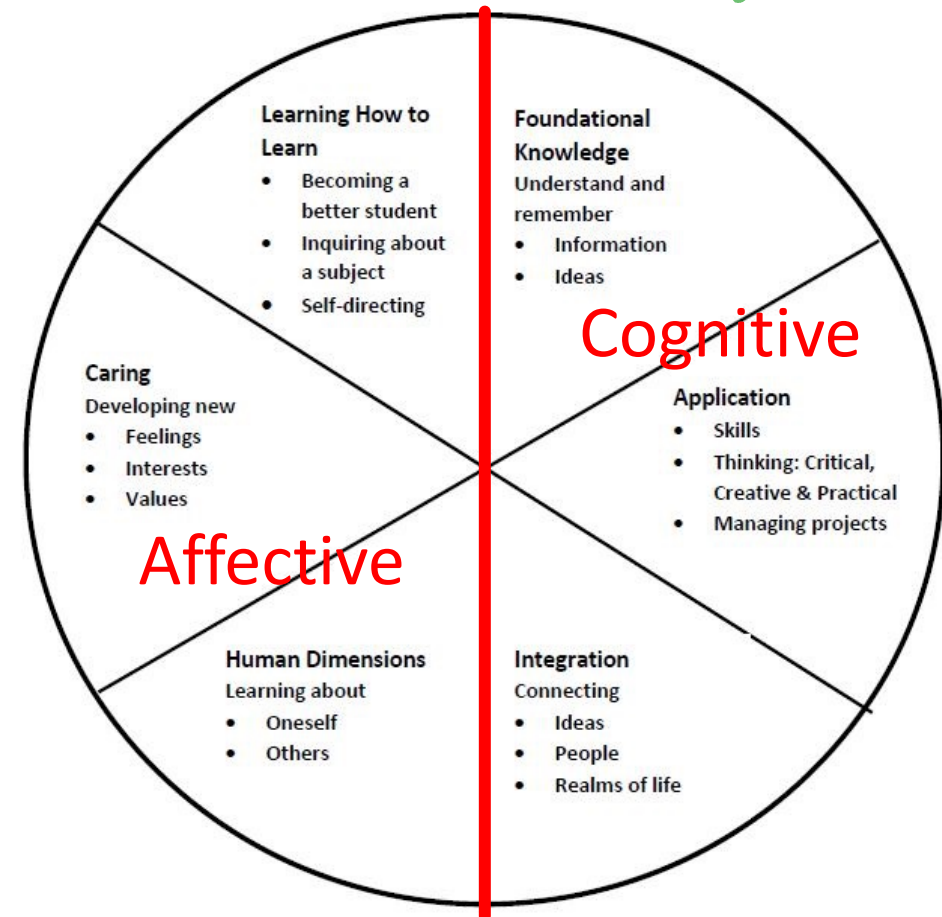
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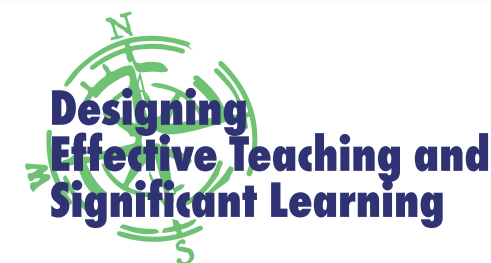
- Foundational Knowledge
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- Integration
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- Caring (Value)
- Learning How to Learn

Once written, the assessments and learning activities are created.





Taxonomy	Outcomes (Competencies or Objectives)	Assessments (Consider multiple measurements)	Learning Activities (Consider multiple opportunities)
<b>Foundational Knowledge</b> Learners will understand and remember key concepts, terms, relationships, facts, etc. --- Describes what learners will be able to do with information.	Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State	F2F:     Online:	F2F:     Online:
<b>Application</b> Learners will perform/"do" important tasks --- Describes the kinds of activities and tasks learners will be able to perform based on the information they have acquired.	Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use	F2F: Online:	F2F: Online:
<b>Integration</b> Learners will identify/consider /describe the relationship between "x" and "y". --- Describes the kinds of activities and tasks learners will be able to perform when they synthesize, link to, or relate specific information to other information.	Verbs to Consider: Align, Balance, Compare, Contrast, Identify ... (interactions, similarities between), Integrate, Organize, Step, Relate, Repeat, Support	F2F:     Online:	F2F:     Online:



This 3-Column Table is the design form for the teaching strategy alignment for dual delivery. Additional pages, including the Human Dimension, Caring and Learning How to Learn domains, complete the design planning.



## Expanded 6-Column Table

[illegible]





# Knowing Your Students

## Developmental Education and ESL Students

Chapter 5 and Appendix B discuss successful design considerations for students who are taking developmental education or English as a Second Language courses.

Many design elements for these students are actually very beneficial for *all* learners including closed captioning, advance organizers, recorded introductions and directions for learning activities, etc.

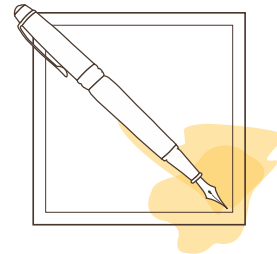


# What the Pandemic is Uncovering – Participant Voices

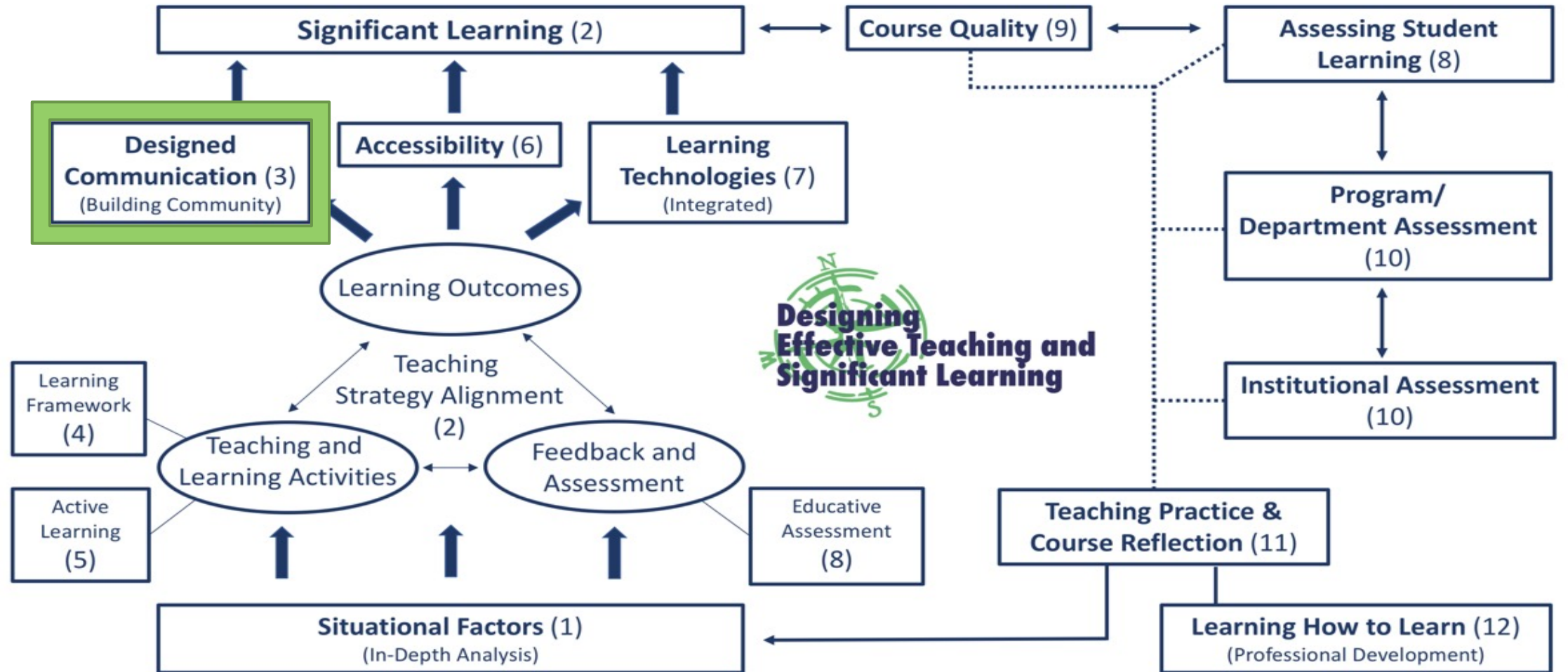
## Integrated Course Design



***Quick Chat:*** Please share your own experiences of the changes you made in your course design in the next minute or two.



# The Cycle of Course Design Assessment



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# Course Communication Plan



What (Purpose)	Who (Sender)	To Whom (Receiver)	When (Schedule)	How (Tool)
Course Welcome and Syllabus	Instructor	Students	Week prior to course start	Email and course announcement
Announcements to inform the progression of the course	Instructor	Students	Weekly or more often as necessary	Announcement tool in the learning management system (LMS)
Unit Discussions: Interaction with course materials	Instructor and Students	Other students and returned to instructor	Weekly	Course discussion tool in LMS
Group Course Assignments	Instructor and Students	Other students and returned to instructor	By units throughout course	Course discussion or grouping tool in LMS
Absent	Instructor	Students	Weekly or more often as necessary	Email, and/or intelligent agent in the LMS

Course community and engagement is built through *intentionally* designed communication. Many faculty in workshops state that they hadn't thought to create an *intentional* course communication pathway.



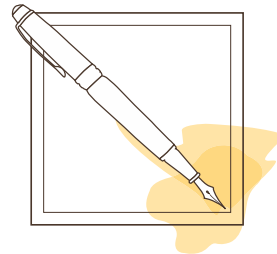
# What the Pandemic is Uncovering – Participant Voices

## Course Communication & Building Community

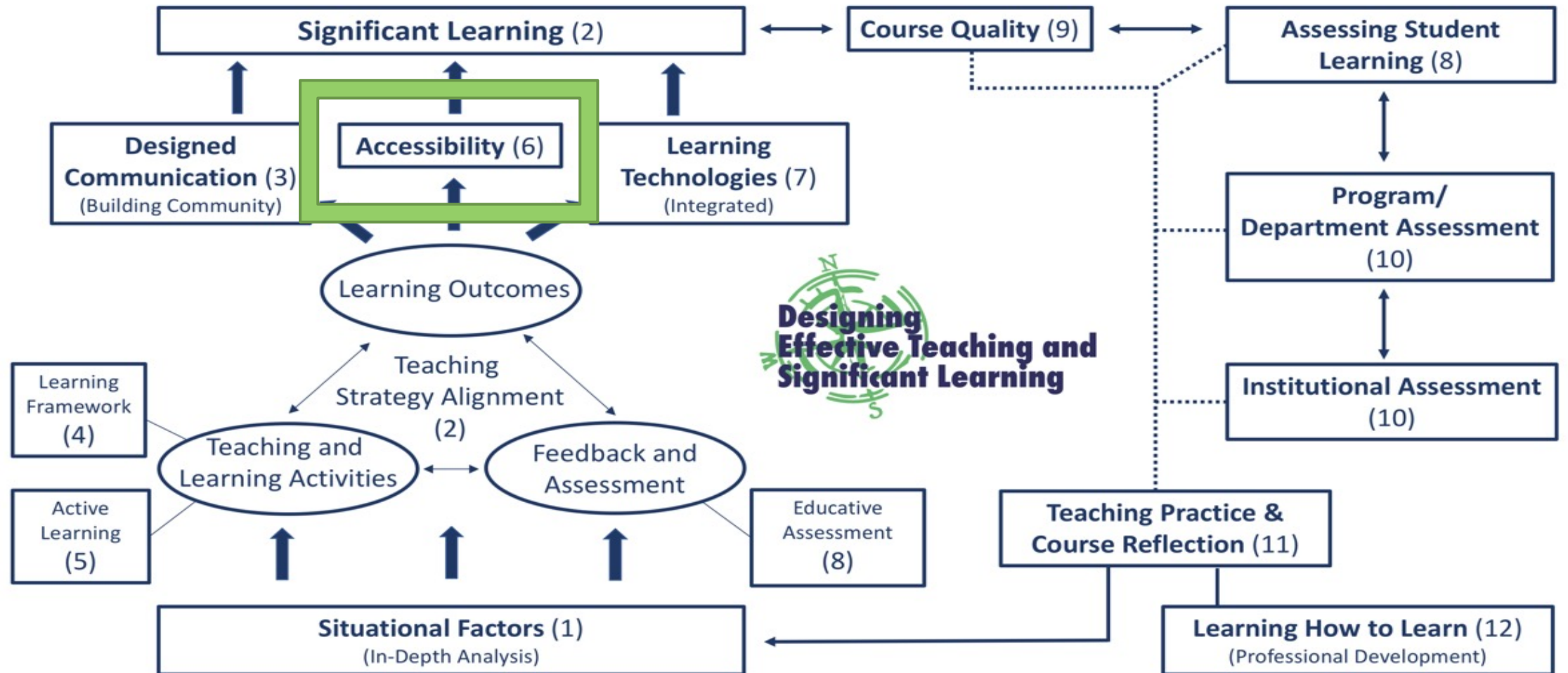


**Quick Chat:** *Please share your experiences of the changes you made in your course communication with students and on campus with colleagues, staff and administration in the next minute or two.*

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# Accessibility and Accommodations



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## The Office of Accessibility

### Documents

Learn how you can make your electronic documents accessible to everyone.

### Maps

Learn how to create accessible maps, through the use of font, color, symbols, and more.

### Meetings

Learn how to make your meetings and presentations accessible for everyone.

### Multimedia

Learn how to create accessible videos, podcasts, webinars, and other multimedia.

### Procurement

Find information to help you procure accessible IT products and services.

### Social Media

Learn how to reach a larger audience through accessible social media and outreach.

### Standards

Find information on meeting federal standards for accessible documents and websites.

### Web & Apps

Learn the best practices of creating accessible websites and applications.

Course accessibility for all learners is the law. Your assessments are required to be accessible.

<https://mn.gov/mnit/about-mnit/accessibility/>

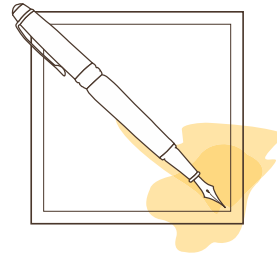


# What the Pandemic is Uncovering – Participant Voices

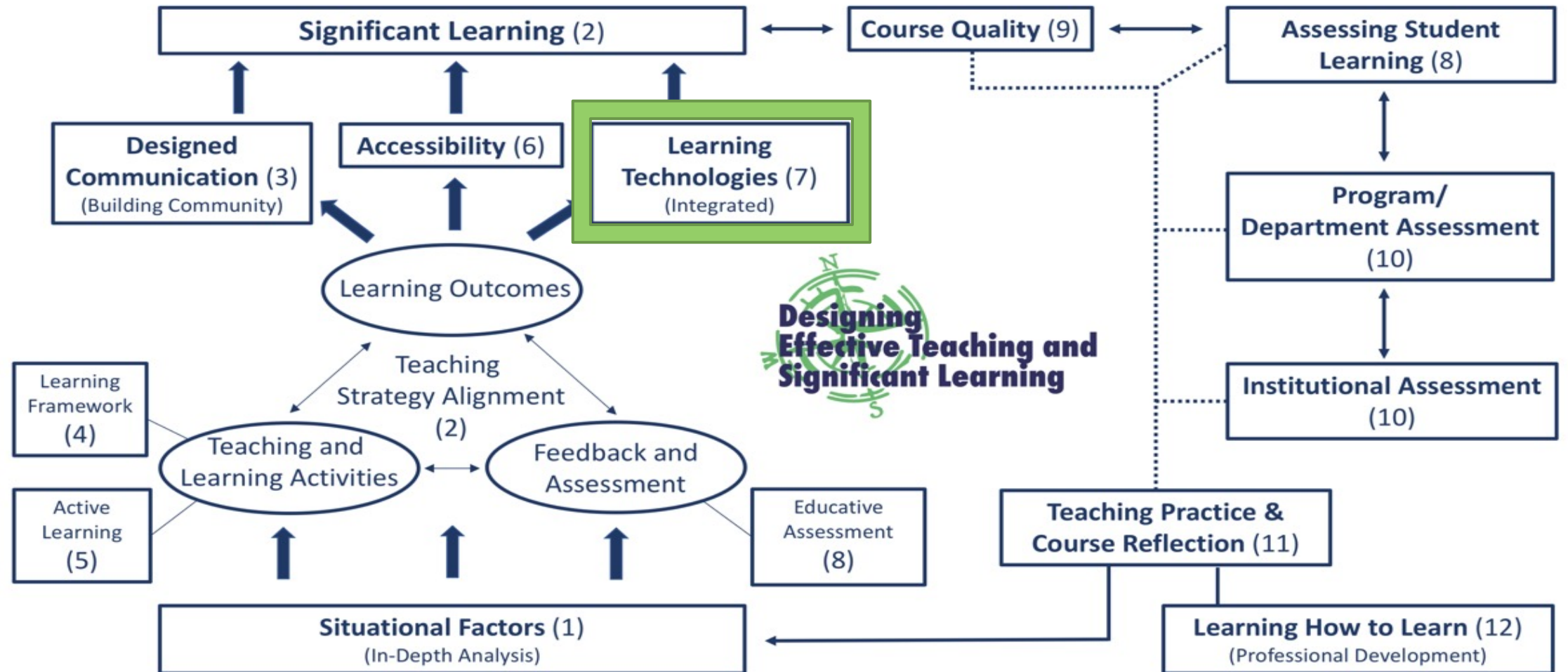
## Course and Content Material Accessibility



**Quick Chat:** *Please share your experiences of the changes you made in your course accessibility and accommodations for students in the next minute or two.*



# The Cycle of Course Design Assessment



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# Integrating Learning Technologies

## To tech or not to tech.... Assessing what you need!

Assess if learning technologies enhance your course and improves learning.

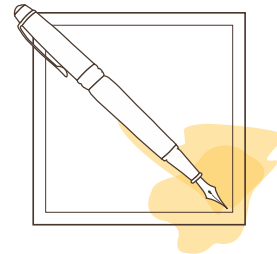
- The technology will give students better practice, methods, or access to information or experiences that will help them master the learning outcomes better than they do now.
- Students need to work with the technology found in the workplace that you are preparing them to enter.
- Students should learn, or remain current with, widely used technological innovations.
- Active learning, student retention and engagement are priorities, and certain technology stands to improve them.

# What the Pandemic is Uncovering – Participant Voices

## Integrating Learning Technology



**Quick Chat:** *Please share your experiences of the changes you made in your course learning technology to help students learn more in the online environment in the next minute or two.*



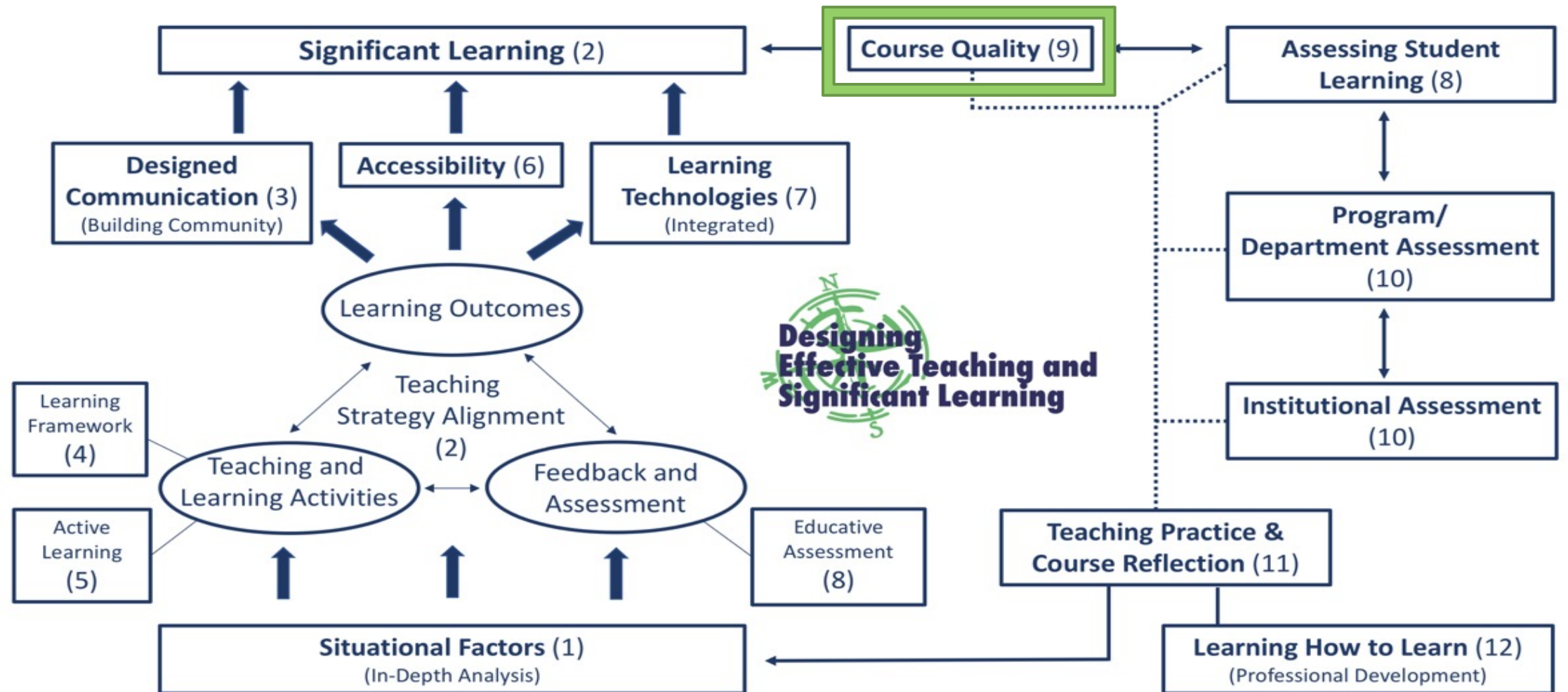




# *Assessing*



# The Cycle of Course Design Assessment



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# Feedback Improves Course Quality

## *Informal Assessments*

- Test Drive Your Course
- Measuring Quality as You Teach
  - ✓ Self-created surveys/evaluations
  - ✓ Reflective course shell discussions
  - ✓ Forward-looking and assessments
  - ✓ CATs & LATs
- Measuring Quality After You Teach
  - ✓ Institutional Course Evaluations
- Assessing Quality as Your Design
  - ✓ Self-assessing course design rubric

## *Formal Assessments*

- End of course surveys
- Peer-Reviewed Course Design – Quality Matters (QM)
- Advisory council review - curriculum
- Accreditation visits
- Program review process

# Self-Assessing Course Quality through Rubrics



These author-created course quality assessment rubrics were developed based on a blending of QM, Fink, and many institution-identified and personally designed best practices.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
<b>Course Overview</b>		16-14	13-10	9-6	5-4
Getting Started in the Course		Complete instructions for Getting Started and how to maneuver in the course are provided in the course design AND the syllabus.	Complete instructions for Getting Started and how to maneuver in the course are provided in the course design OR the syllabus.	Instructions for Getting Started OR how to maneuver in the course are missing or incomplete but are not complete or unclear.	Instructions for Getting Started OR how to maneuver in the course are missing or incomplete.
Clearly Stated Purpose/Description of the Course		A clear, detailed purpose/description of the course is provided which includes a listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, and confidentiality.	A clear purpose/description of the course is provided which includes many of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior.	A clear purpose/description of the course is not provided or only includes 1 or 2 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior.	A purpose/description of the course is not provided or only includes 1 or 2 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior.
Technological Requirements		All of the technological requirements (hardware and learner skills) are stated and all of the links are provided to get.	Most of the technological requirements (hardware and learner skills) are stated and many of the links are provided to get.	Some of the technological requirements (hardware and learner skills) are provided along with some of the links to get assistance.	Technological requirements (hardware and learner skills) OR links for technology assistance are missing.
Building Course Community		The design includes ALL of the following: Instructor welcome and self-introductory video or audio discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information AND an opportunity for students to do the same is provided.	The design includes ALL of the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information AND an opportunity for students to do the same is provided.	The design includes some of the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information. An opportunity for students to do the same is not provided.	The design lacks portions of the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information. An opportunity for students to do the same is not provided.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
<b>Assignments, Activities and Assessment</b>		16-14	13-10	9-6	5-4
Expectations and Measurement		A clear, detailed description of assignment and assessment expectations is provided including more than all of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	A clear, detailed description of assignment and assessment expectations is provided including all of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	A clear description of assignment and assessment expectations is provided including most of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.	The design lacks clear descriptions of assignment and assessment expectations by not including many of the following: grading, learner participation, resources/materials, checklist/rubric, due dates, and the relationship to the final grade.
Sequenced and Varied		The design of the course sequences the level of the learning assignments/activities/assessments AND provides 5 or more ways for students to demonstrate a level of mastery. Activities are design to provide significant learning.	The design of the course sequences the level of the learning assignments/activities/assessments AND provides 3-4 ways for students to demonstrate a level of mastery. Activities are design to provide significant learning.	The design of the course sequences the level of the learning assignments/activities/assessments AND/OR provides one way for students to demonstrate a level of mastery.	The design of the course fails to sequence the level of the learning assignments/activities/assessments AND/OR provides only one way for students to demonstrate a level of mastery.
Engaged and Active Learning		Active learning to engage students is embedded throughout the entire course.	Active learning to engage students is embedded this course.	There is some active learning to engage students in this course.	There is little active learning to engage students in this course.
Ability to Track Learning Progress		The course design provides 8 or more opportunities to measure and monitor learning progress.	The course design provides 6-7 opportunities to measure and monitor learning progress.	The course design provides 4-5 opportunities to measure and monitor learning progress.	The course design provides 3 or fewer opportunities to measure and monitor learning progress.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
<b>Learning Outcomes</b>		12-11	10-8	7-5	4-3
Measurable, Clear and Written to an Appropriate Level for the Course (Introductory vs. Advanced)		The learning outcomes/competencies are measurable, stated clearly so students can understand them AND written at an appropriate level for the course. The design includes unit or	The learning outcomes/competencies are measurable, stated clearly so students can understand them AND written at an appropriate level for the course.	The learning outcomes/competencies lack one of the following: are measurable, stated clearly so students can understand them AND written at an appropriate level for the course.	The learning outcomes/competencies lack two or more of the following: are measurable, stated clearly so students can understand them OR written at an appropriate level for the course.
Align with Learning Activities		The learning outcomes/competencies align with the learning activities and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units and as a part of each activity or assignment.	The learning outcomes/competencies align with the learning activities and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units.	The learning outcomes/competencies align with the learning activities and are communicated with students.	The learning outcomes/competencies are not aligned with the learning activities OR are NOT communicated with students.
Align with Assessments		The learning outcomes/competencies align with the assessments and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units and as a part of each assessment.	The learning outcomes/competencies align with the assessments and are communicated with students by showing the alignment relationship in the design of the course by stating them in the course units.	The learning outcomes/competencies align with the assessments and are communicated with students.	The learning outcomes/competencies are not aligned with the assessments OR are NOT communicated with students.

Criteria Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
<b>Instructional Content and Materials</b>		16-14	13-10	9-6	5-4
Content Support		Course content selected richly supports the outcomes/competencies. A detailed description is provided for learners on how to use the materials. A distinction is made to the materials that are	Course content selected strongly supports the outcomes/competencies. A description is provided for learners on how to use the materials. A distinction is made to the materials that are required	Course content selected supports the outcomes/competencies. A description is provided for learners on how to use the materials. Additional content for extended learning is not provided.	Course design lacks either of the following: content selected supports the outcomes/competencies. A description is provided for learners on how to use the materials.
Current and Cited		The learning content is current and proper citations are provided.	The learning content is fairly current and proper citations are provided.	The learning content is a few years old (yet still accurate) and proper citations are provided.	The learning content needs updating with current information/practices AND/OR proper citations are NOT provided.
Variety and ADA Compliant		The design includes a variety of learning content (6 or more formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies are provided.	The design includes a variety of learning content (4-5 formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies are provided.	The design includes a variety of learning content (2-3 formats throughout the course) and each meets ADA requirements for all learners. Links to accessibility services and to technologies may or may not be provided.	The design uses one format of learning content AND/OR uses formats that do NOT meet ADA requirements for all learners. Links to accessibility services and to technologies are missing.
Learner Support		The design of the course provides an extensive list of links and information to access institutional learning support and technology support. Links are provided in the menu of the course in a separate "Need Help?" section OR the syllabus.	The design of the course provides a complete list of links and information to access institutional learning support and technology support. Links are provided in the menu of the course OR the syllabus.	The design of the course provides many of the links and information to access institutional learning support and technology support. Links are provided in the menu of the course OR the syllabus.	The design of the course does NOT provide links and information to access institutional learning support and technology support.







# Course Overview Assessment Rubric (Table 9.1)

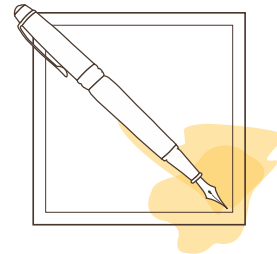
Checklist	Score	Excellent (4)	Very Good (3)	Developing (2)	Opportunity (1)
<b>Course Overview</b>		16-14	13-10	9-6	5-4
Getting Started in the Course		Complete instructions for Getting Started and how to maneuver in the course are provided in the course design AND the syllabus.	Complete instructions for Getting Started and how to maneuver in the course are provided in the course design OR the syllabus.	Instructions for Getting Started and how to maneuver the course are provided but are not complete or unclear	Instructions for Getting Started OR how to maneuver in the course are missing or incomplete.
Clearly Stated Purpose/Description of the Course		A clear, detailed purpose/description of the course is provided which includes a listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality and	A clear purpose/description of the course is provided which includes many of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance	A clear purpose/description of the course is provided which includes only 3-4 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance, confidentiality, and learner behavior	A purpose/description of the course is not provided or only includes 1 or 2 of the following: listing of previous knowledge/skill needed in the course, institutional or course policies, schedule of assignments, grading, attendance
Technological Requirements		All of the technological requirements (hardware and learner skills) are stated and all of the links are provided to get	Most of the technological requirements (hardware and learner skills) are stated and many of the links are provided to get	Some of the technological requirements (hardware and learner skills) are provided along with some of the links to get assistance.	Technological requirements (hardware and learner skills) OR links for technology assistance are missing.
Building Course Community		The design includes ALL of the following: Instructor welcome and self-introductory video or audio discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information	The design includes ALL the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information	The design includes some of the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information. An	The design lacks portions the following: Instructor welcome and self-introductory information discussing teaching philosophy, past teaching experience, course expectations/hopes, and personal information. An

# What the Pandemic is Uncovering – Participant Voices

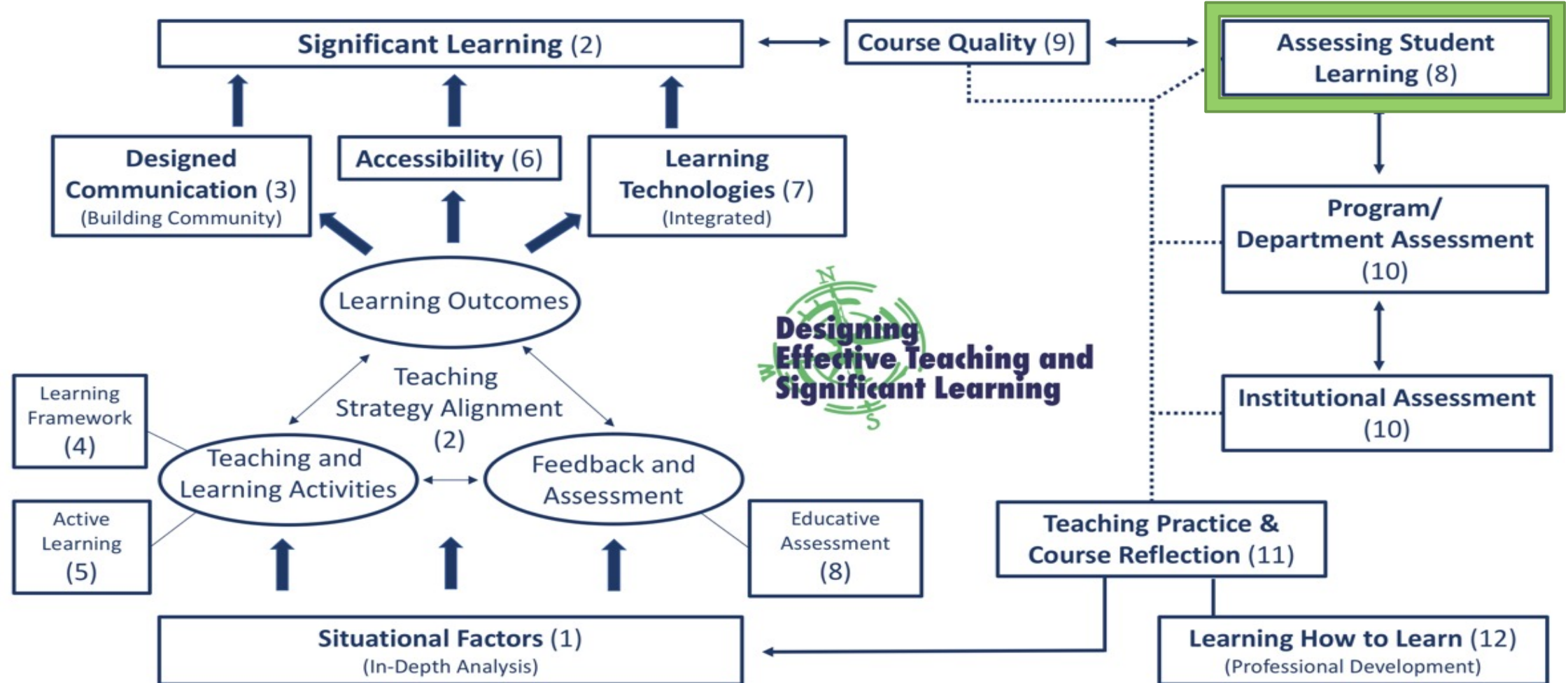
## Assessing Course Quality



**Quick Chat:** *Please share your experiences of how you assess your courses in the next minute or two.*



# The Cycle of Course Design Assessment



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# Many Flavors of Student Learning Assessment

There are many ways to assess student performance and program/department quality. **Opportunities for reflective assessment.**

- **Informal** versus **Formal**
- **Formative** versus **Summative**
- Backward- versus **Forward-Looking**
- Audit-ive versus **Educative**

Let's look at the latter and see to which domains are served by each and how feedback best benefits students.



# Educative Assessment

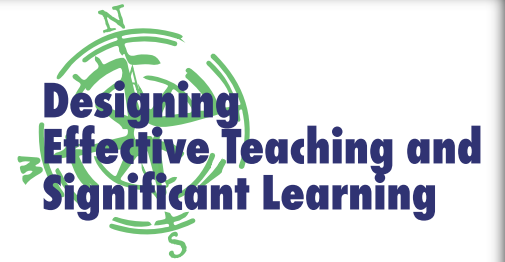
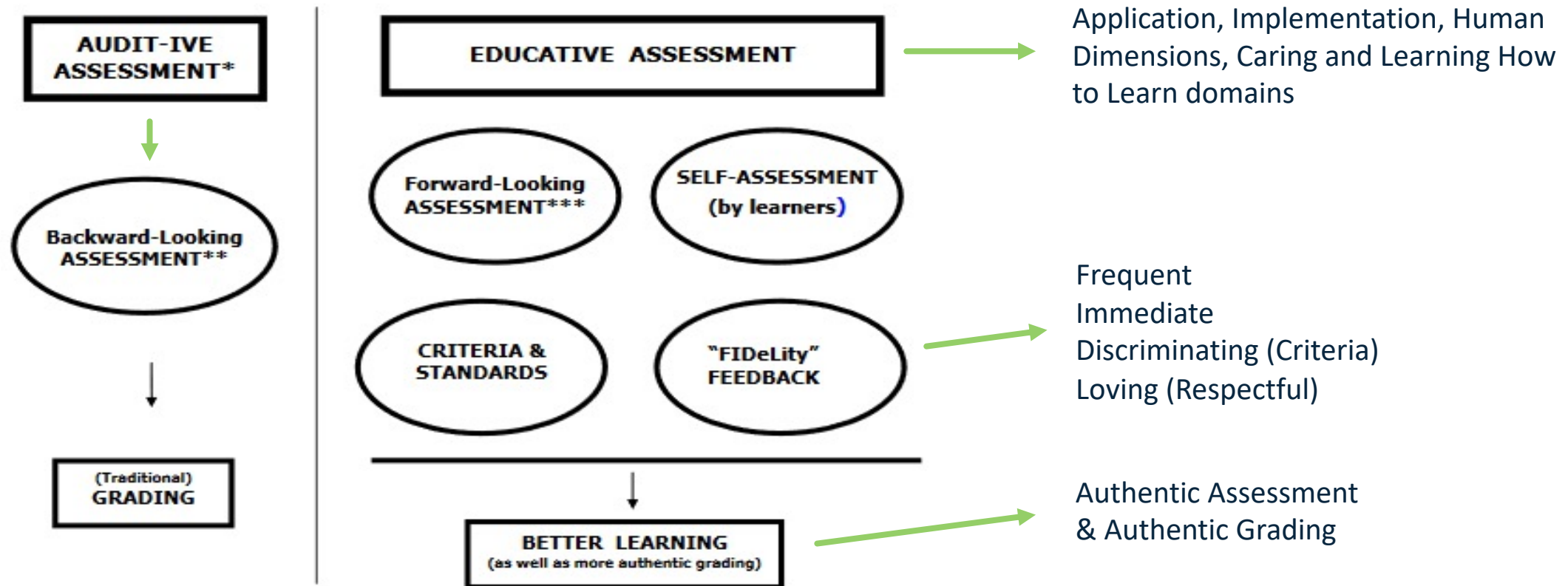


Figure 3

## AUDIT-IVE AND EDUCATIVE ASSESSMENT

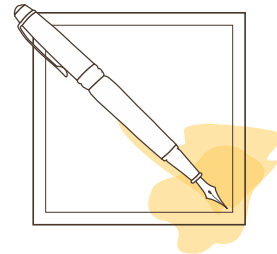


# What the Pandemic is Uncovering – Participant Voices



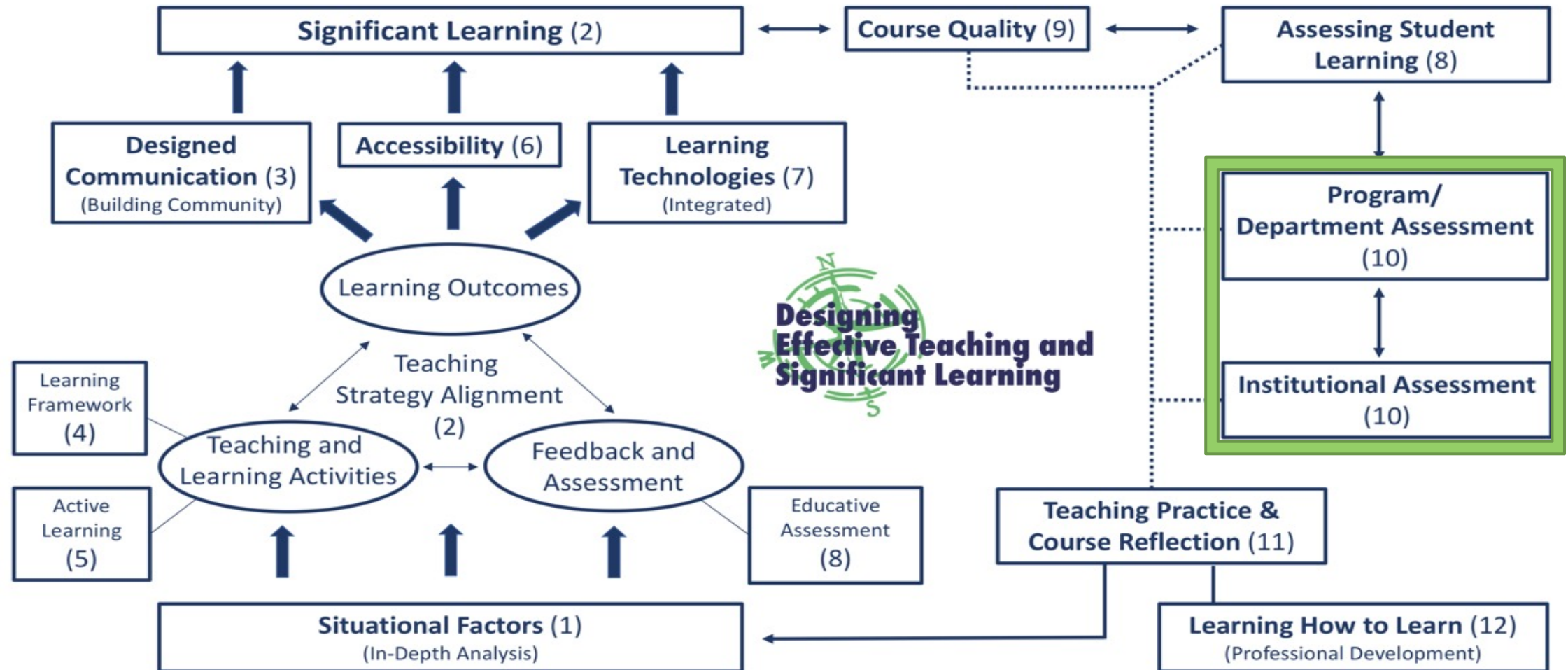
## Assessing Student Learning

**Quick Chat:** *Please share your experiences of strategies you use assess student learning in your courses.*





# The Cycle of Course Design Assessment



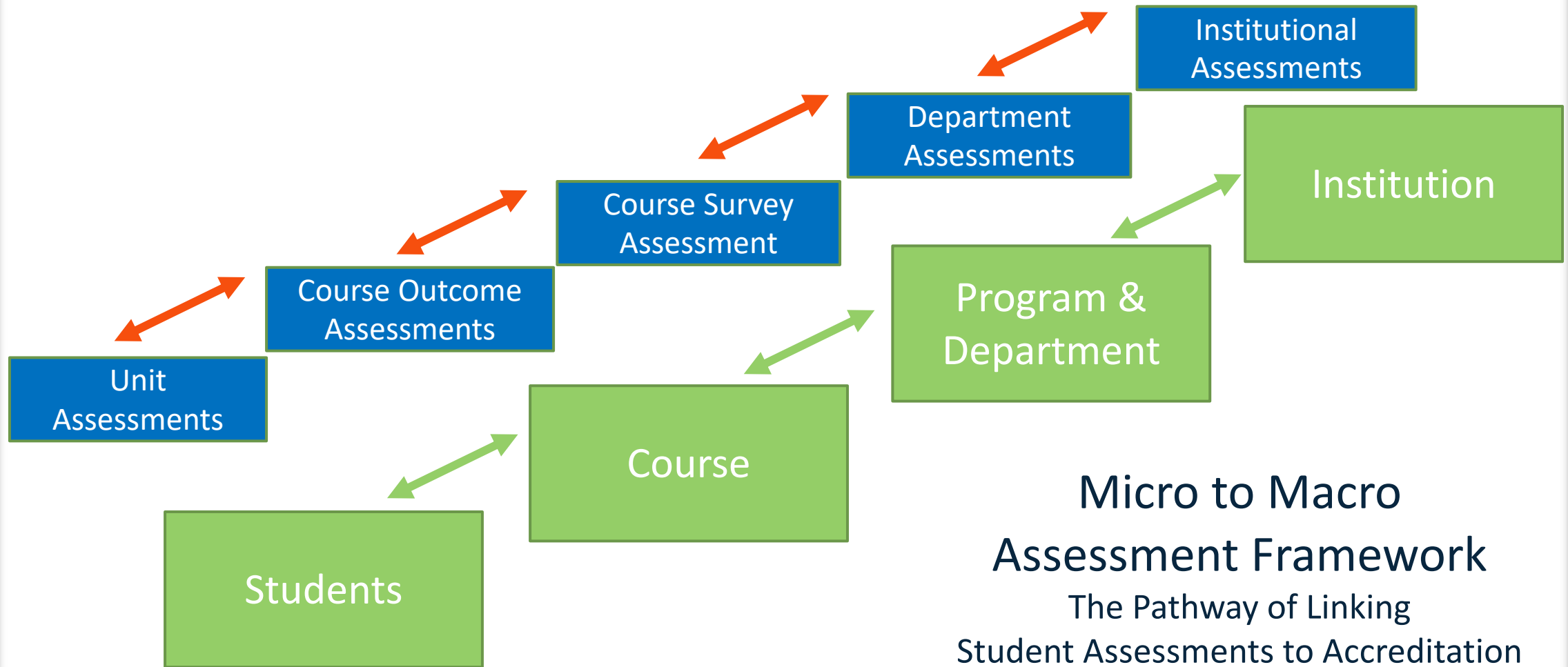
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# Department/Program & Institutional Assessment

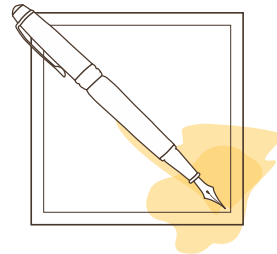


# What the Pandemic is Uncovering – Participant Voices



## Assessing Programs, Departments & Institutions

**Quick Chat:** *Please share your experiences of how complete your assessment pathway is aligned from the course level to institutional level. What are you doing to get there?*



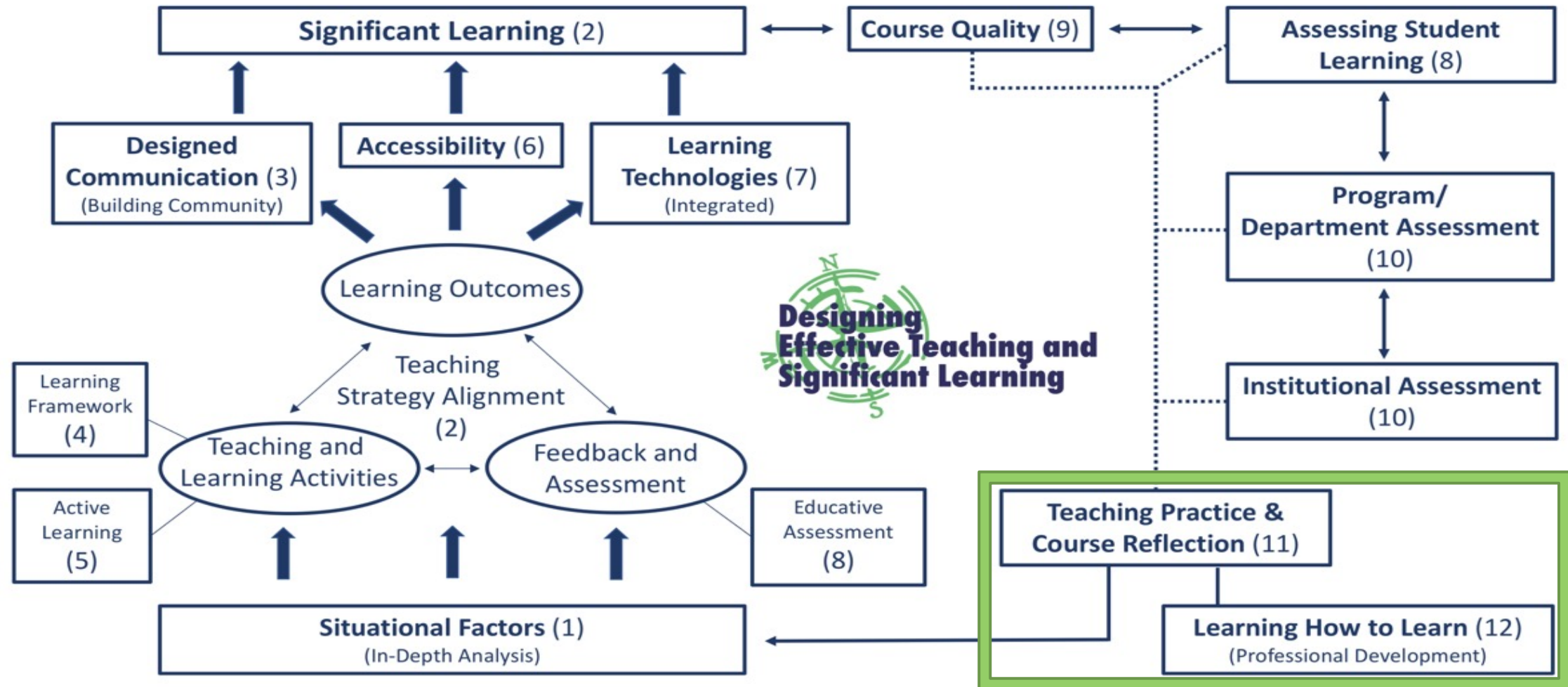




*Reflecting*



# The Cycle of Course Design Assessment



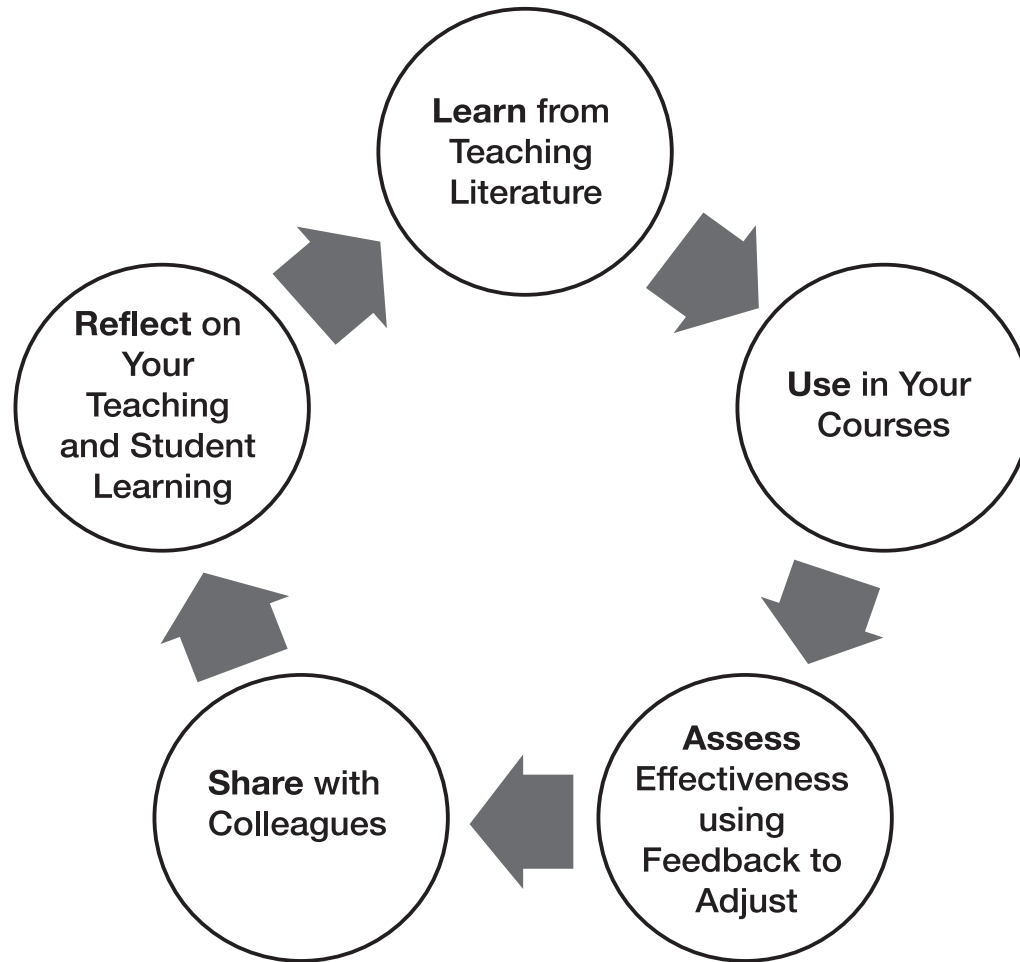
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# Reflection of Practice Cycle



The Reflection of Practice Cycle is used to apply, assess and reflect on your teaching and the professional development opportunities to enhance your skills within your discipline and in teaching and learning.

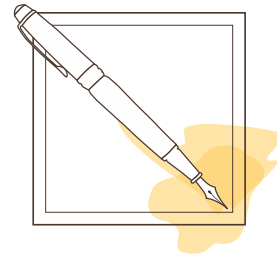


# What the Pandemic is Uncovering – Participant Voices

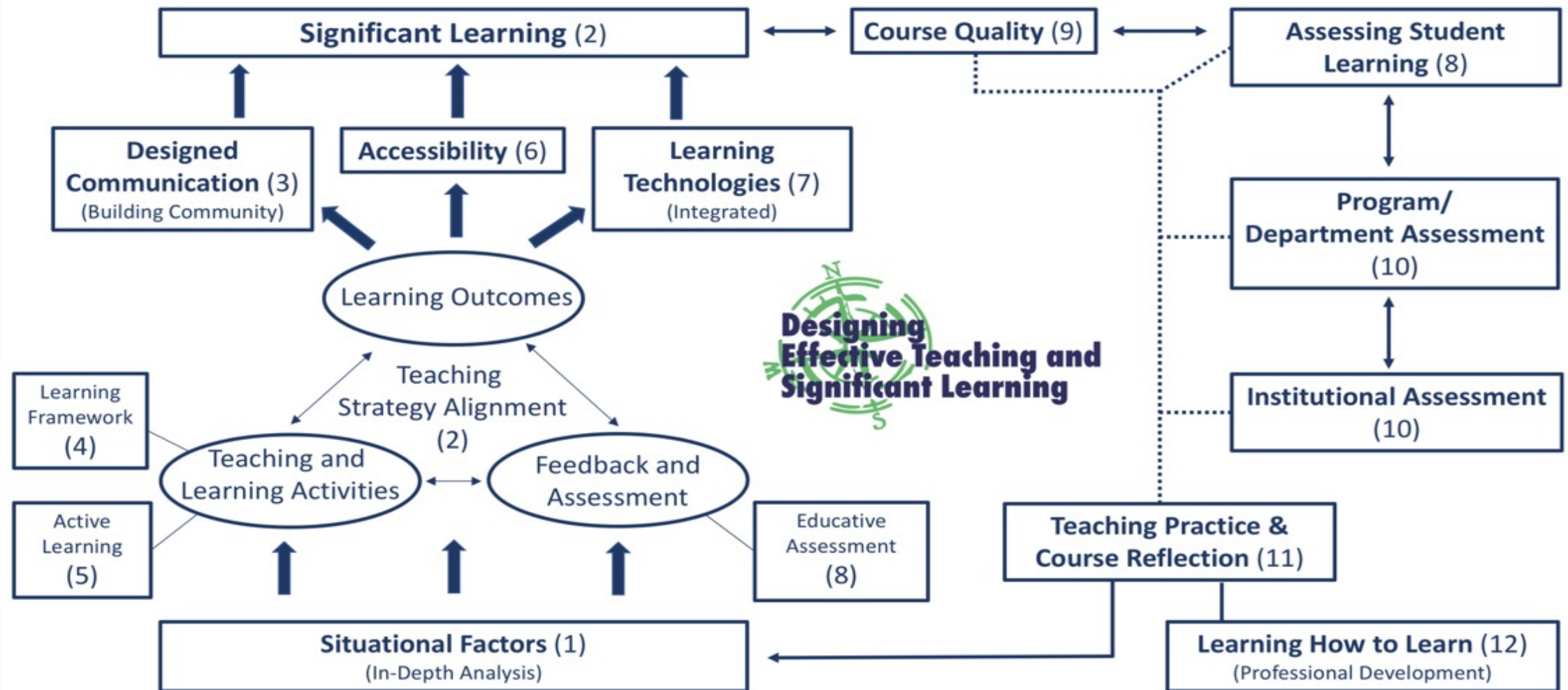


## Reflecting on Your Teaching

**Quick Chat:** *Please share how the reflection of practice plays a role in your professional learning experiences.*



# The Cycle of Course Design



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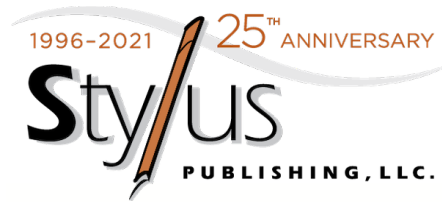


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# Thanks for joining us today!

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**Take a photo!**



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**Take a photo!**